**World Language**

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| **Language / Level** | French/Spanish – Grade 7 |
| **Performance Range** | Novice Mid/High |
| **Stage 1: Desired Results** | |
| **Theme/Topic** | Belonging: (No Man is an Island) |
| **Essential Question** | Why do we need others? What makes a friend a friend?  How am I connected to others? |
| **Learning Scenario** | |
| Students will explore their connections with others as they describe and discuss family, friends and pets in their lives and in the target culture. They will consider how they spend time with others and will compare their leisure time activities to the leisure time activities of others in cultures where the language is spoken. They will consider the importance of family and friends as they define family and identify traits of good friends. They will describe traditions and celebrations that are part of their lives and will share basic information on traditions and celebrations in their home country in their role as an exchange student. Finally, they will create a visual representation showing their connections to others. | |
| **Unit Goals** | |
| Learners will be able to:   * introduce themselves and exchange personal information in culturally appropriate ways * define family; identify their relationship to family members and friends * talk about activities they like and don’t like to do with family and friends and compare what their family does to how family and friends in other cultures spend their time. * access information on the Internet free-time activities in target culture communities in order to determine which activities several communities have in common. * describe family, friends and pets commenting on physical and personality traits * explain important celebrations/traditions in your family or culture * explain why we all need family and friends and why it is a basic right for children | |

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| **Stage 2: Assessment Evidence** | |
| **Summative Performance Tasks** | |
| **Interpretive** | |
| * Read a blog where family, friends or activities are described. Complete a comprehension check. * Listen as someone talks about family, friends or activities and complete a graphic organizer * Identify free time options for young people/families in a (schedule from a youth center, infographic, etc). * Identify details given about a celebration - time, place, date, activities * Identify pet that is being described in lost animal or adoption materials | |
| **Presentational** | **Interpersonal** |
| **“On Demand”**   * Write about who is important to you in your world. Who is included in “your family” and write about them. * Talk about who is important to you in your world. Who is included in “your family” and tell me about them.   **Project**  Create a visual representation of “families” that are important saying why they are important to you and how you spend time together. Identify 6 key relationships | Students will pair and use the visual images they have prepared to talk about their families. As they talk they will identify things that they have in common. They will also discuss similarities between their lives in the US and what they have learned about life in the target culture. |

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| **Can Do Statements** | | | |
| **Interpretive** | * (L+R) I can understand the relationships of members of the family. * (L+R) I can understand the names of activities that family and friends like/don’t like to do after school and on weekends. | | |
| **Presentational** | * (S+W) I can identify my family members by relationship. * (S+W) I can talk and write about daily activities that my friends, family, and I like or don’t like to do. * (S+W) I can give simple reasons why I do certain activities in my free time. * (S+W) I can compare what my family and friends do to what target culture families and friends do. | | |
| **Interpersonal** | * I can identify the members of my family in a photo, and ask who the people are in someone else’s photo. * I can ask and answer simple questions about the activities my friends and family, and target culture students and families, and I like/don’t like to do. * I can compare what my family and friends do to what target culture families and friends do. | | |
| **Supporting**  **Functions** | | **Supporting**  **Structures/Patterns** | **Priority**  **Vocabulary** |
| Introduce myself to others | | My name is | Months of year  Numbers to 31  Adjectives - personality, physical  Family members  Common pets  Activities  *(think about 150 words)* |
| Ask for and give age | | To have |
| Talk about where I and others live | | Where do you live…  I live in….  Preposition with city/country |
| Talk about family members and identify relationships | | This is…  Who is …  Possessive adjectives  To have  Interrogatives  Do you have…  Indefinite articles |
| Talk about likes/dislikes with activities | | present tense high frequency verbs - affirmative & negative  Do you like, I like, don’t like, not, I never |
| Talk about who you do things with | | With whom? |
| Make comparisons to how families and teens spend time in other cultures | | Here, we…., In (country) they  (name of sport) is more/less popular in (country)  comparative |
| Describe people and pets | | To be  Adjective agreement |
| Ask for and give date of birth | | Pattern of date |
| Explain a celebration or event | | It is  It takes place in (December),  on (date)  at time….  They (activities).  They eat… |
| Define family | | Family is a group of people who…. |
| Explain why family and other individuals are important | | Family is important because…  we all need someone.  we do things together.  my dad helps me.  my dog listens to me. |
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| **Resources** | | | |
| **Both** | [El Vendedor De Globos](https://www.youtube.com/watch?v=hOkevC9UVAM) | | |
| **French** |  | | |
| **Spanish** |  | | |
| **Stage 3: Learning Experiences** | | | |
| **Mode** | **Key Learning Activities/Formative Assessments** | | |
| *Hook* |  | | |
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**CIA world fact book**

**culture grams**

**Ideas**

Birthdays /celebrations - food/music/when- dates?

Months

Calendar

Numbers

Family members/relationships

Size of family

Description of friends/family/self- personality

Likes/dislikes

Free time activities

Ages

Pets

Family traditions

“Who is my tribe?” bigger family

People that are important to me

What makes a good friend? Why?

Am I a good friend? Why or why not?

Extrovert vs Introvert

Compare/Contrast my real family vs my Spanish/French family.

Compare/Contrast the role of a friend vs the role of family. Can friends be family?

(Why do we need each other? Why do people need one another?)

Identity and belonging / Families and communities-global theme

International Family Day

UNICEF - right to family

Give a separate identity